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1992-

HAMILTON-WENTWORTH
COLLISION REPORT

1992

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1992 HAMILTON-WENTWORTH COLLISION REPORT

PREPARED BY:
THE CITY OF HAMILTON TRAFFIC DEPARTMENT

Chapter 4

General

In 1992, there were 300 pedestrian collisions (Exhibit 1.6) resulting in 297 pedestrian injuries and 9 pedestrians fatalities (12 pedestrians were involved in a collision but were not hurt).

Age

The relationship between the Regional population distribution and pedestrian involvement in collisions in 1992 was reviewed (Exhibit 4.1). It was determined that pedestrians between the ages of 5 to 19 were significantly over-represented in pedestrian collisions when compared to the age distribution of the Regional population.

Pedestrian Action

Exhibit 4.2 shows the pedestrian actions at the time of the collisions versus pedestrian age. In general, the instances of unsafe pedestrian action were greater for pedestrians under 10 years of age.

This exhibit also indicates that the actions of "coming from behind a parked car" or "unexpectedly running into the roadway" accounted for 24.2 percent of pedestrian actions at the time of the collision. These unsafe actions are particularly associated with pedestrians under 15 years of age.

44 percent of all pedestrian collisions indicate that the pedestrian was involved in an unsafe action (e.g. coming from behind a parked vehicle).

Examination of the data for pedestrian collisions at traffic signals indicates that in 78% of cases, the pedestrian was not at fault (Exhibit 4.3).

Time of Collisions

The time of day when collisions occurred was compared to the number of pedestrians injured (Exhibit 4.4). It was determined that 13.2 percent of pedestrians were injured in collisions which occurred between 3 p.m. and 4 p.m. Exhibit 4.5 compares the time of day of pedestrian collisions with pedestrian age. 50 pedestrians between the ages 5 to 19 were involved in pedestrian collisions which occurred at school crossing times.* This represents 15.7 percent of the 318 pedestrians involved in collisions in 1992.

- * School crossing times: 8:00 a.m. - 9:15 a.m., 11:30 a.m. - 1:45 p.m.
3:30 p.m. - 4:45 p.m., Monday - Friday; excluding June, July and August.

Pedestrian Condition

In most cases, the condition of the pedestrian (Exhibit 4.6) involved in the collision was reported as normal (65% of the time). However, in 8.5 percent of the collisions involving pedestrians, the pedestrian admitted to alcohol consumption or was legally impaired.

Location

Exhibit 4.7 examines the type of traffic control at locations where pedestrian collisions occurred. In 47 percent of the pedestrian collisions, the collision occurred at a non-intersection location with no control, 31% at a traffic signal controlled intersection, and 16 percent at a stop sign controlled intersection.

Driver Action

Exhibit 4.8 indicates that in 62 percent of the motor vehicle/pedestrian collisions, the driver was recorded as driving properly. This figure does not necessarily suggest that the drivers involved in these collisions were totally without blame but does indicate that a majority of pedestrian collisions are associated with improper pedestrian action or lack of awareness of traffic conditions at the time of the collision.

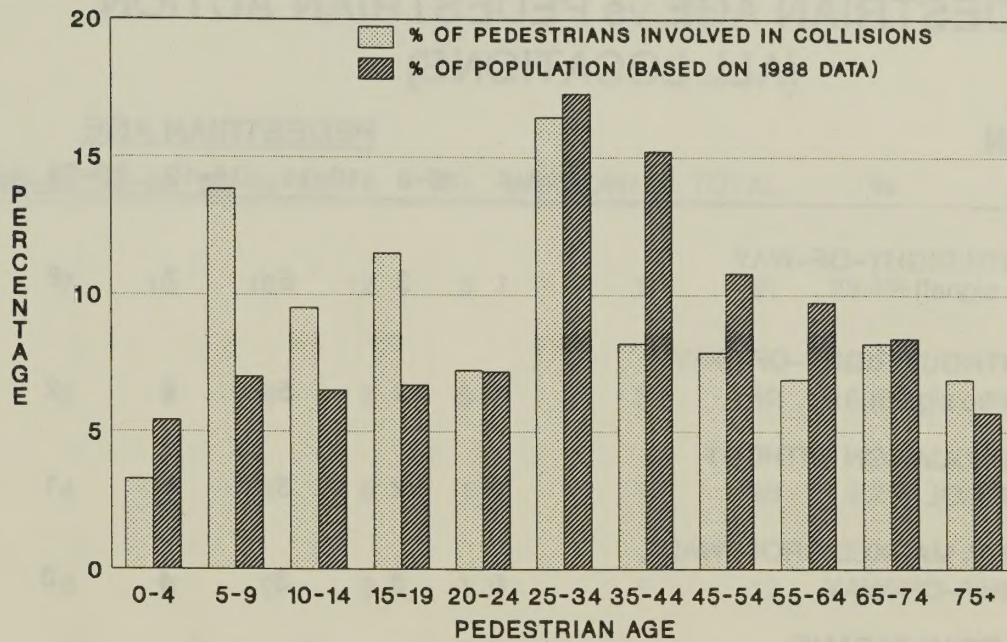
Of the 34 percent of motor vehicle/pedestrian collisions in which the driver was not driving properly, the most frequently recorded driver action was "failing to yield the right-of-way" (associated with 17.5% of all motor vehicle - pedestrian collisions).

Pedestrian Injuries

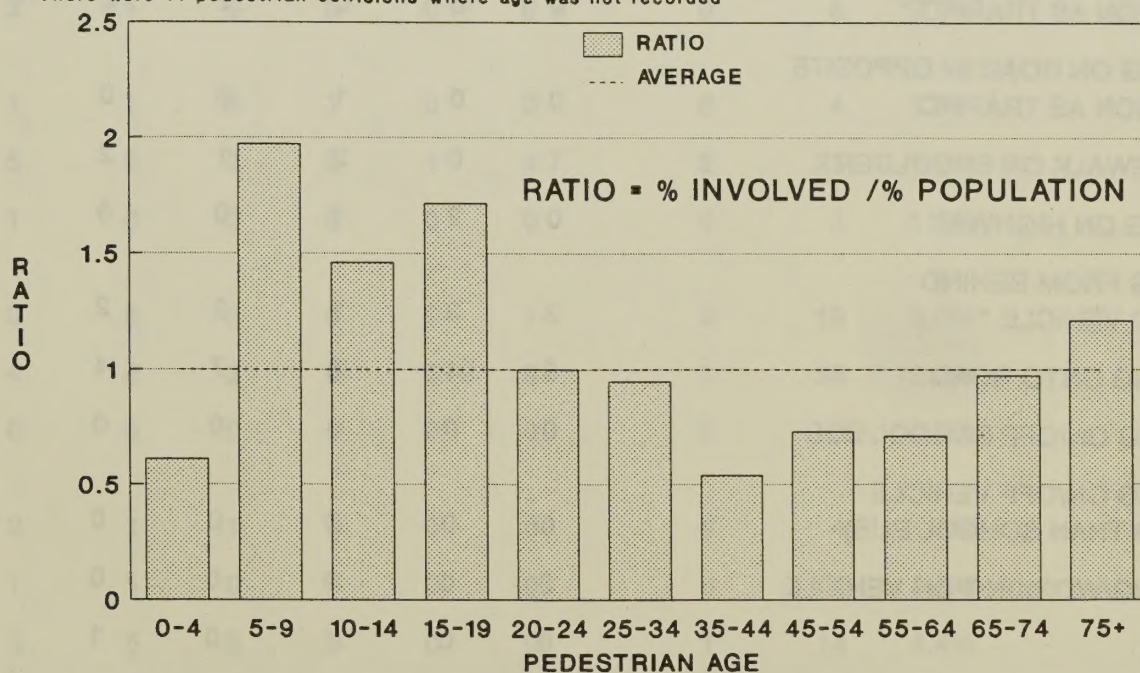
Most pedestrians (81.4%) suffered no, minimal or minor injuries when involved in a collision.

Exhibit 4.1

PEDESTRIAN AGE vs COLLISION INVOLVEMENT



• There were 14 pedestrian collisions where age was not recorded



PEDESTRIANS FROM 5 TO 19 YEARS OLD ARE SIGNIFICANTLY OVER-REPRESENTED IN PEDESTRIAN COLLISIONS BASED ON THE AGE DISTRIBUTION OF POPULATION OF HAMILTON-WENTWORTH.

Exhibit 4.2

PEDESTRIAN AGE vs PEDESTRIAN ACTION (ALL LOCATIONS)

PEDESTRIAN ACTION	PEDESTRIAN AGE				
	0-4	5-9	10-14	15-19	20-24
CROSSING WITH RIGHT-OF-WAY (i.e. with traffic signal)	1	3	5	7	8
CROSSING WITHOUT RIGHT-OF-WAY *					
(i.e. against traffic signal)	0	2	5	8	2
CROSSING AT LOCATION WITHOUT TRAFFIC CONTROL	0	2	3	4	1
CROSSING ON A MARKED CROSSWALK, WITHOUT RIGHT-OF-WAY	0	0	3	4	0
WALKING ON ROAD IN SAME DIRECTION AS TRAFFIC *	0	0	0	2	2
WALKING ON ROAD IN OPPOSITE DIRECTION AS TRAFFIC	0	0	1	0	0
ON SIDEWALK OR SHOULDER	1	0	2	1	2
PLAYING ON HIGHWAY *	0	2	1	0	0
COMING FROM BEHIND PARKED VEHICLE *	3	8	1	2	2
RUNNING ONTO ROAD *	5	24	8	7	4
GETTING ON/OFF SCHOOL BUS	0	0	0	0	0
GETTING ON/OFF VEHICLE (OTHER THAN SCHOOL BUS)	0	0	0	0	0
PUSHING/WORKING ON VEHICLE	0	0	0	0	0
OTHER	0	0	1	0	1
TOTAL	10	41	30	35	22
% OF PEDESTRIAN COLLISIONS WHERE PEDESTRIAN IS INVOLVED IN AN UNSAFE ACTION (EXCLUDING OTHER)	80.0%	87.8%	51.7%	54.3%	47.6%

THE INSTANCES OF UNSAFE PEDESTRIAN ACTIONS WERE HIGHEST
FOR THE UNDER 10 AGE GROUP.

* Actions considered unsafe

25-34	35-44	45-54	55-64	65-74	75+	UNKNOWN	TOTAL	%
20	7	10	10	12	5	3	91	28.6%
6	3	5	6	3	9	3	52	16.4%
3	4	0	1	6	1	1	26	8.2%
1	0	0	0	3	1	1	13	4.1%
3	1	0	0	0	0	0	8	2.5%
1	1	0	1	0	0	0	4	1.3%
5	0	2	3	1	4	2	23	7.2%
1	0	0	0	0	0	0	4	1.3%
0	0	0	0	0	1	2	19	6.0%
4	2	3	0	0	0	1	58	18.2%
0	0	0	0	0	0	0	0	0.0%
2	1	1	0	0	0	0	4	1.3%
1	1	0	0	0	0	0	2	0.6%
3	5	3	0	0	0	1	14	4.4%
50	25	24	21	25	21	14	318	100.0%
29.8%	30.0%	38.1%	28.6%	12.0%	47.6%	46.2%	46.4%	

24% OF PEDESTRIANS INVOLVED IN COLLISIONS ENTER THE ROADWAY UNEXPECTEDLY (CAME FROM BEHIND PARKED CARS OR RAN INTO THE ROADWAY).

Exhibit 4.3

PEDESTRIAN AGE vs PEDESTRIAN ACTION (AT TRAFFIC SIGNALS)

PEDESTRIAN ACTION	PEDESTRIAN AGE					
	0-4	5-9	10-14	15-19	20-24	25-34
CROSSING WITH RIGHT-OF-WAY (i.e. with traffic signal)	1	1	2	5	6	14
CROSSING WITHOUT RIGHT-OF-WAY * (i.e. against traffic signal)	0	1	1	2	2	2
CROSSING AT LOCATION WITHOUT TRAFFIC CONTROL	0	0	1	0	0	1
CROSSING ON A MARKED CROSSWALK, WITHOUT RIGHT-OF-WAY	0	0	2	4	0	1
WALKING ON ROAD IN THE SAME DIRECTION AS TRAFFIC *	0	0	0	0	0	1
WALKING ON ROAD IN OPPOSITE DIRECTION AS TRAFFIC	0	0	0	0	0	0
ON SIDEWALK OR SHOULDER	0	0	0	0	0	1
PLAYING ON HIGHWAY *	0	0	0	0	0	0
COMING FROM BEHIND PARKED VEHICLE *	0	0	0	0	0	0
RUNNING ONTO ROAD *	0	2	1	1	0	0
GETTING ON/OFF VEHICLE (OTHER THAN SCHOOL BUS)	0	0	0	0	0	0
PUSHING/WORKING ON VEHICLE	0	0	0	0	0	0
OTHER	0	0	0	0	0	1
TOTAL	1	4	7	12	8	21
% OF PEDESTRIAN COLLISIONS WHERE PEDESTRIAN IS INVOLVED IN AN UNSAFE ACTION (EXCLUDING OTHER)	0.0%	75.0%	28.6%	25.0%	25.0%	14.3%

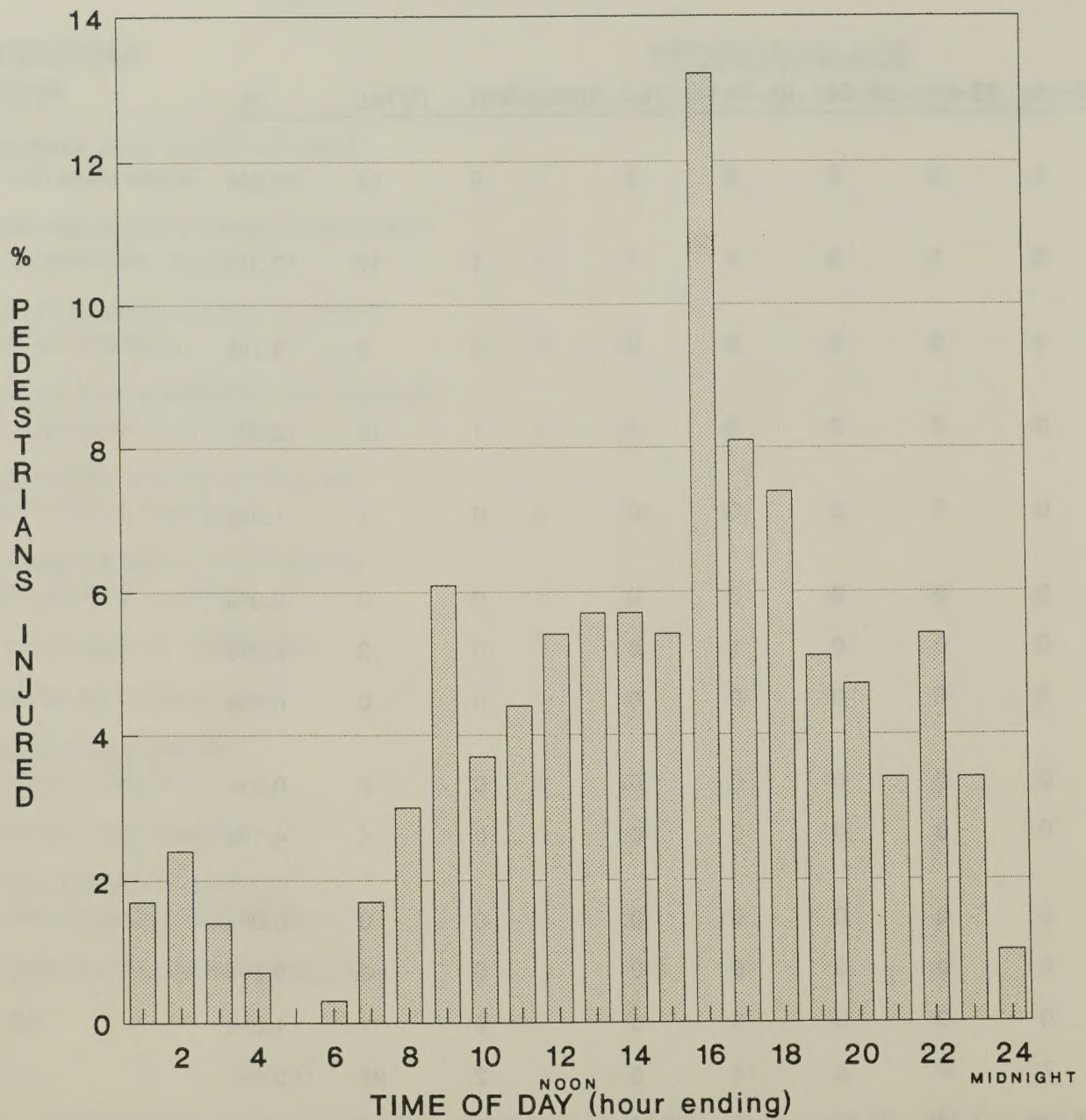
PEDESTRIANS BETWEEN THE AGES OF 5 & 9 WERE MORE LIKELY
THAN OTHER AGE GROUPS TO BE INVOLVED IN COLLISIONS
WHICH OCCURRED AT TRAFFIC SIGNALS DUE TO UNSAFE ACTIONS.

* Actions considered unsafe

35-44	45-54	55-64	65-74	75+	UNKNOWN	TOTAL	%
4	8	5	9	3	0	58	59.2%
2	1	3	1	1	1	17	17.3%
1	0	0	0	0	0	3	3.1%
0	0	0	3	1	1	12	12.2%
0	0	0	0	0	0	1	1.0%
0	0	0	0	0	0	0	0.0%
0	0	0	1	0	0	2	2.0%
0	0	0	0	0	0	0	0.0%
0	0	0	0	0	0	0	0.0%
0	0	0	0	0	0	4	4.1%
0	0	0	0	0	0	0	0.0%
0	0	0	0	0	0	0	0.0%
0	0	0	0	0	0	1	1.0%
7	9	8	14	5	2	98	100.0%
28.6%	11.1%	37.5%	7.1%	20.0%	50.0%	22.4%	

Exhibit 4.4

TIME OF DAY vs NUMBER OF PEDESTRIANS INJURED



THE HIGHEST NUMBER OF PEDESTRIAN
COLLISIONS OCCURRED BETWEEN THE HOURS OF
3 p.m. - 4 p.m.

Exhibit 4.5

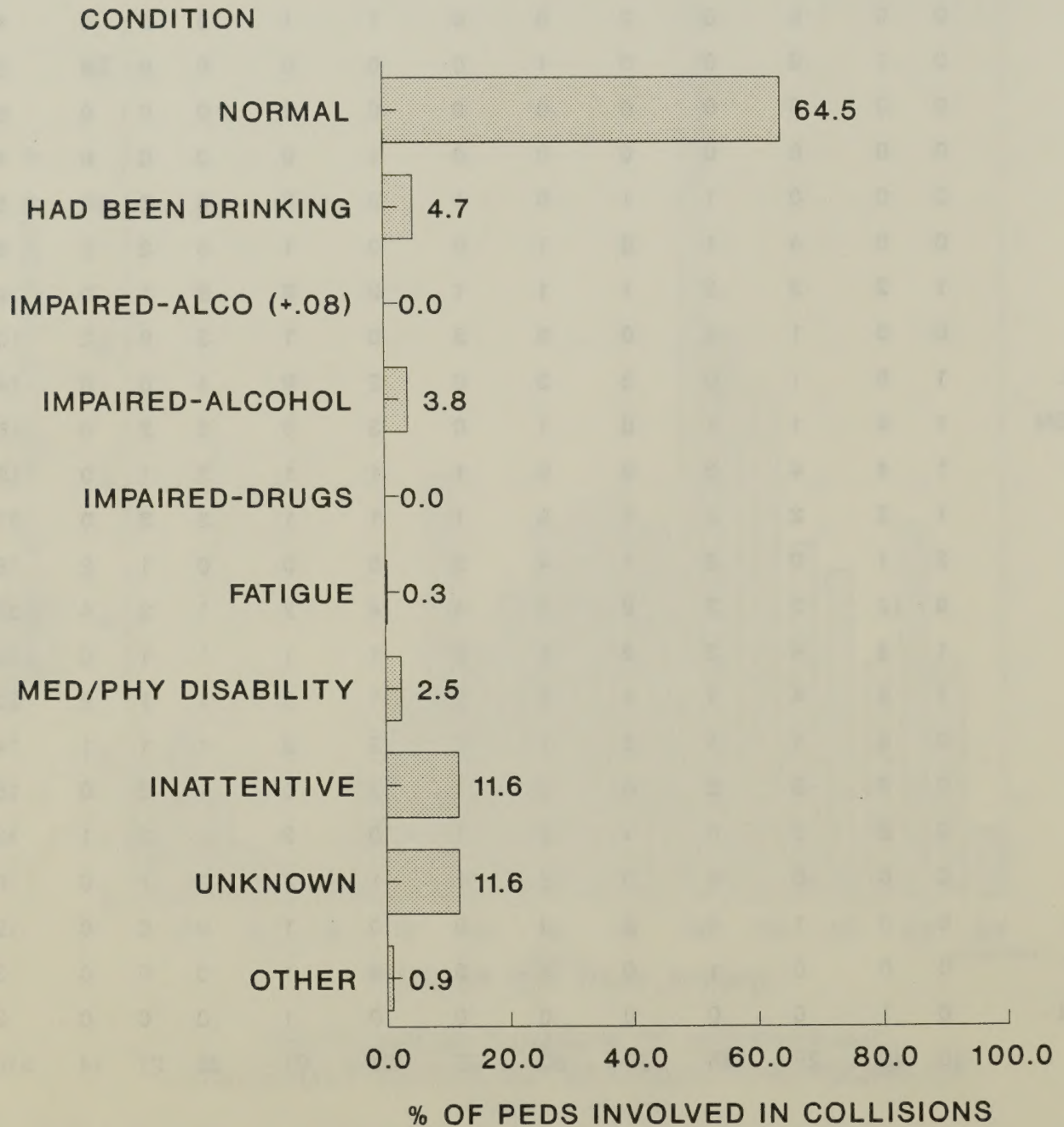
TIME OF DAY vs PEDESTRIAN AGE

TIME OF DAY	PEDESTRIAN AGE												TOTAL
	0-4	5-9	10-14	15-19	20-24	25-34	35-44	45-54	55-64	65-74	75+	U/K	
12-1 a.m.	0	0	0	0	1	3	1	0	0	0	0	0	5
1-2 a.m.	0	0	0	1	2	2	1	0	0	0	0	2	6
2-3 a.m.	0	0	0	0	2	0	0	1	1	0	0	0	4
3-4 a.m.	0	1	0	0	0	1	0	0	0	0	0	0	2
4-5 a.m.	0	0	0	0	0	0	0	0	0	0	0	0	0
5-6 a.m.	0	0	0	0	0	0	0	1	0	0	0	0	1
6-7 a.m.	0	0	0	1	1	0	1	2	0	0	0	0	5
7-8 a.m.	0	0	4	1	0	1	0	0	1	0	2	0	9
8-9 a.m.	1	2	2	2	1	1	1	2	3	3	1	0	19
9-10 a.m.	0	0	1	2	0	0	3	0	1	3	0	2	10
10-11 a.m.	1	0	1	0	3	3	0	2	0	4	0	0	14
11-12 NOON	1	4	1	1	0	1	0	3	0	3	2	0	16
12-1 p.m.	1	4	4	3	0	0	1	1	1	3	1	0	19
1-2 p.m.	1	2	2	2	1	5	1	1	1	2	3	0	21
2-3 p.m.	3	1	0	3	1	4	2	0	0	0	1	2	15
3-4 p.m.	0	12	2	3	2	5	4	4	2	1	3	4	38
4-5 p.m.	1	3	4	3	2	5	3	1	1	1	1	0	25
5-6 p.m.	1	3	4	1	1	2	2	1	3	1	1	2	20
6-7 p.m.	0	3	1	1	2	1	2	2	0	1	1	1	14
7-8 p.m.	0	4	0	2	0	3	1	2	0	1	2	0	15
8-9 p.m.	0	2	2	0	1	3	1	0	2	0	2	1	13
9-10 p.m.	0	0	0	4	0	5	1	1	2	2	1	0	16
10-11 p.m.	0	0	1	4	2	4	0	0	1	0	0	0	12
MIDNIGHT	0	0	0	1	0	1	0	0	1	0	0	0	3
UNKNOWN	0	1	0	0	0	0	0	0	1	0	0	0	2
TOTAL	10	42	29	35	22	50	25	24	21	25	21	14	318

20% OF PEDESTRIANS WERE INVOLVED IN COLLISIONS THAT OCCURRED BETWEEN THE HOURS OF 3 p.m. – 5 p.m.

Exhibit 4.6

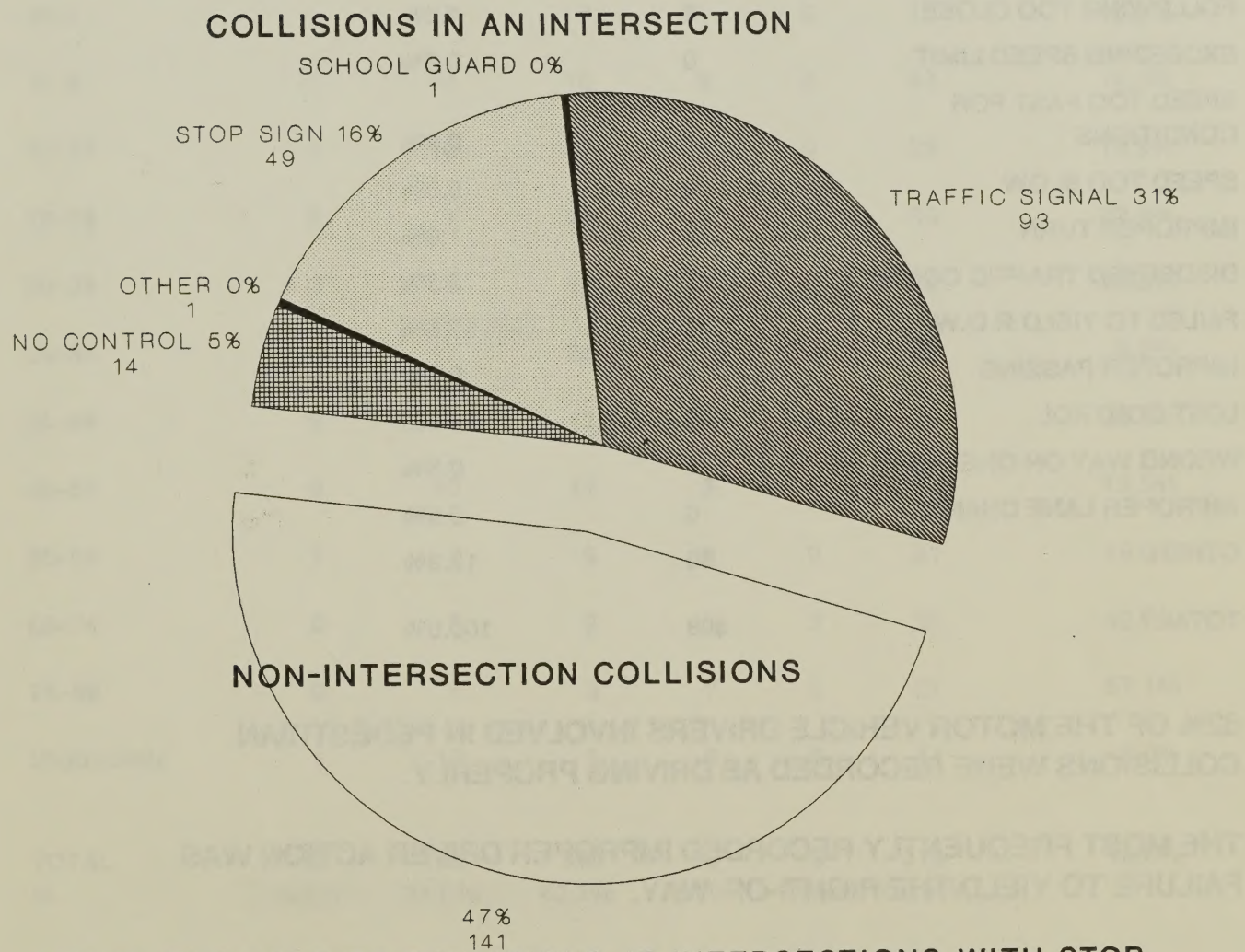
CONDITION OF PEDESTRIANS INVOLVED IN COLLISIONS



8.5% OF PEDESTRIANS INVOLVED IN COLLISIONS HAD CONSUMED ALCOHOL.

Exhibit 4.7

TYPE OF TRAFFIC CONTROL
AT LOCATIONS WHERE PEDESTRIAN
COLLISIONS OCCURRED



ABOUT ONE HALF OF COLLISIONS AT INTERSECTIONS WITH STOP SIGNS OCCURRED WHILE PEDESTRIAN WAS CROSSING A LEG OF THE INTERSECTION CONTROLLED BY A STOP SIGN. THUS, ABOUT 39% OF ALL PEDESTRIAN COLLISIONS OCCURED UNDER CONDITIONS WHERE THE PEDESTRIAN SHOULD HAVE HAD RIGHT-OF-WAY.

Exhibit 4.8

DRIVER ACTION IN PEDESTRIAN COLLISIONS

ACTION	NUMBER OF DRIVERS INVOLVED	PERCENTAGE
DRIVING PROPERLY	191	62.0%
FOLLOWING TOO CLOSE	3	1.0%
EXCEEDING SPEED LIMIT	0	0.0%
SPEED TOO FAST FOR CONDITIONS	1	0.3%
SPEED TOO SLOW	0	0.0%
IMPROPER TURN	3	1.0%
DISOBEYED TRAFFIC CONTROL	7	2.3%
FAILED TO YIELD R.O.W.	54	17.5%
IMPROPER PASSING	1	0.3%
LOST CONTROL	9	2.9%
WRONG WAY ON ONE-WAY	1	0.3%
IMPROPER LANE CHANGE	0	0.0%
OTHER	38	12.3%
TOTAL *	308	100.0%

62% OF THE MOTOR VEHICLE DRIVERS INVOLVED IN PEDESTRIAN COLLISIONS WERE RECORDED AS DRIVING PROPERLY.

THE MOST FREQUENTLY RECORDED IMPROPER DRIVER ACTION WAS FAILURE TO YIELD THE RIGHT-OF-WAY.

* Pedestrian collisions involved more than one driver or vehicle in some cases. Data not available on driver action in 7 cases.

Exhibit 4.9

PEDESTRIAN AGE vs INJURY STATUS

PEDESTRIAN AGE	<u>STATUS OF INJURY</u>						% MAJOR OR FATAL INJURY
	NONE	MINIMAL	MINOR	MAJOR	FATAL	TOTAL	
0- 4	1	5	3	1	0	10	10.0%
5- 9	2	14	18	8	0	42	19.0%
10-14	3	12	11	3	0	29	10.3%
15-19	0	7	20	7	1	35	22.9%
20-24	0	9	10	3	0	22	13.6%
25-34	4	17	25	4	0	50	8.0%
35-44	0	8	12	5	0	25	20.0%
45-54	0	10	11	3	0	24	12.5%
55-64	1	7	9	4	0	21	19.0%
65-74	0	8	9	5	3	25	32.0%
75-98	0	1	8	7	5	21	57.1%
UNKNOWN	1	10	3	0	0	14	0.0%
TOTAL	12	108	139	50	9	318	18.6%
%	3.8%	34.0%	43.7%	15.7%	2.8%	100.0%	

OF ALL PEDESTRIANS INVOLVED IN COLLISIONS, 82%
SUFFERED NO INJURY OR ONLY MINIMAL OR MINOR INJURIES.

PEDESTRIAN AGE AND INJURY STATUS

PEDESTRIAN AGE AND INJURY STATUS

PEDESTRIAN AGE	NO. OF PEDESTRIANS	NO. OF PEDESTRIANS	NO. OF PEDESTRIANS	NO. OF PEDESTRIANS	NO. OF PEDESTRIANS	NO. OF PEDESTRIANS	NO. OF PEDESTRIANS
AGE	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL
0-4	1	1	1	1	1	1	1
5-9	2	2	2	2	2	2	2
10-14	3	3	3	3	3	3	3
15-19	0	0	0	0	0	0	0
20-24	0	0	0	0	0	0	0
25-29	4	4	4	4	4	4	4
30-34	0	0	0	0	0	0	0
35-39	0	0	0	0	0	0	0
40-44	0	0	0	0	0	0	0
45-49	1	1	1	1	1	1	1
50-54	0	0	0	0	0	0	0
55-59	0	0	0	0	0	0	0
60-64	1	1	1	1	1	1	1
65-69	0	0	0	0	0	0	0
70-74	0	0	0	0	0	0	0
75-79	0	0	0	0	0	0	0
80-84	0	0	0	0	0	0	0
85-89	0	0	0	0	0	0	0
90-94	0	0	0	0	0	0	0
95-99	0	0	0	0	0	0	0
UNKNOWN	1	1	1	1	1	1	1

THE MOST FREQUENTLY RECORDED APPROACH DRIVER ACTION WAS

TOTAL

OF ALL PEDESTRIANS INVOLVED IN COLLISIONS, 23

SUFFERED NO INJURY OR ONLY MINOR INJURY

KIDestrians

PRACTISING TRAFFIC SAFETY WITH YOUR KIDS

URBAN M
NOV
1993
GOVERNMENT DOCUMENTS

The KIDestrian Program:

Today, a leading cause of death for school age children (second only to cancer) is due to traffic injury. Three children a week are struck by vehicles in this region.*

Hamilton has developed a remarkable partnership of people interested in saving children's lives. They are:

Our local police department, public health, parents, Hamilton Council of Home & Schools, Trauma Prevention Council, Hamilton Safety Council, Boards of Education, child care centres, St. Joseph's Hospital (Paediatrics), City of Hamilton Traffic Department, Canadian Tire Child Protection Foundation, Fortinos, Dofasco, Canada Post, Hamilton Spectator and Crayola.

This team has collaborated to develop "KIDestrians", a book which parents and caregivers use to teach children how to become safer pedestrians.

The school is the heart of the community. Links are already in place between you and the people we need to reach; by distributing books through the schools another tie is forged between educators and parents.

How we envision the community working together:

- ensuring that all elementary schools know about KIDestrians.
- arranging for school facilities to be made available for presentations to introduce parents to the program.
- enlisting the help of Home & School/Parent Teacher Associations.
- incorporating the KIDestrian terminology "KID Brakes" into already existing physical education curriculum.
- familiarizing teachers with the KIDestrian concept so that they could reinforce, in their day-to-day teaching, the lessons learned at home.

Nothing is more precious than the life of a child. Thank you for your support.

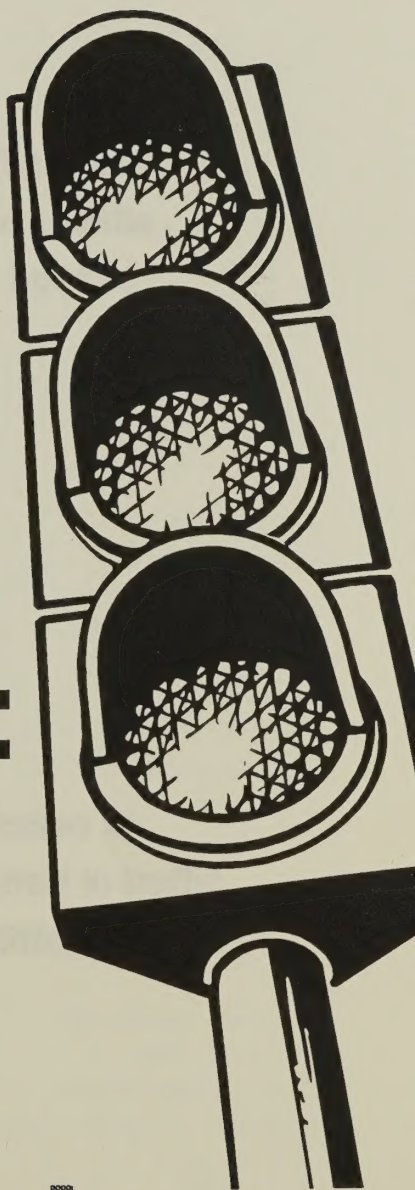
* "Hamilton-Wentworth Regional Police, A Five Year Study of Traffic Accidents Involving Children Under Sixteen, 1992"

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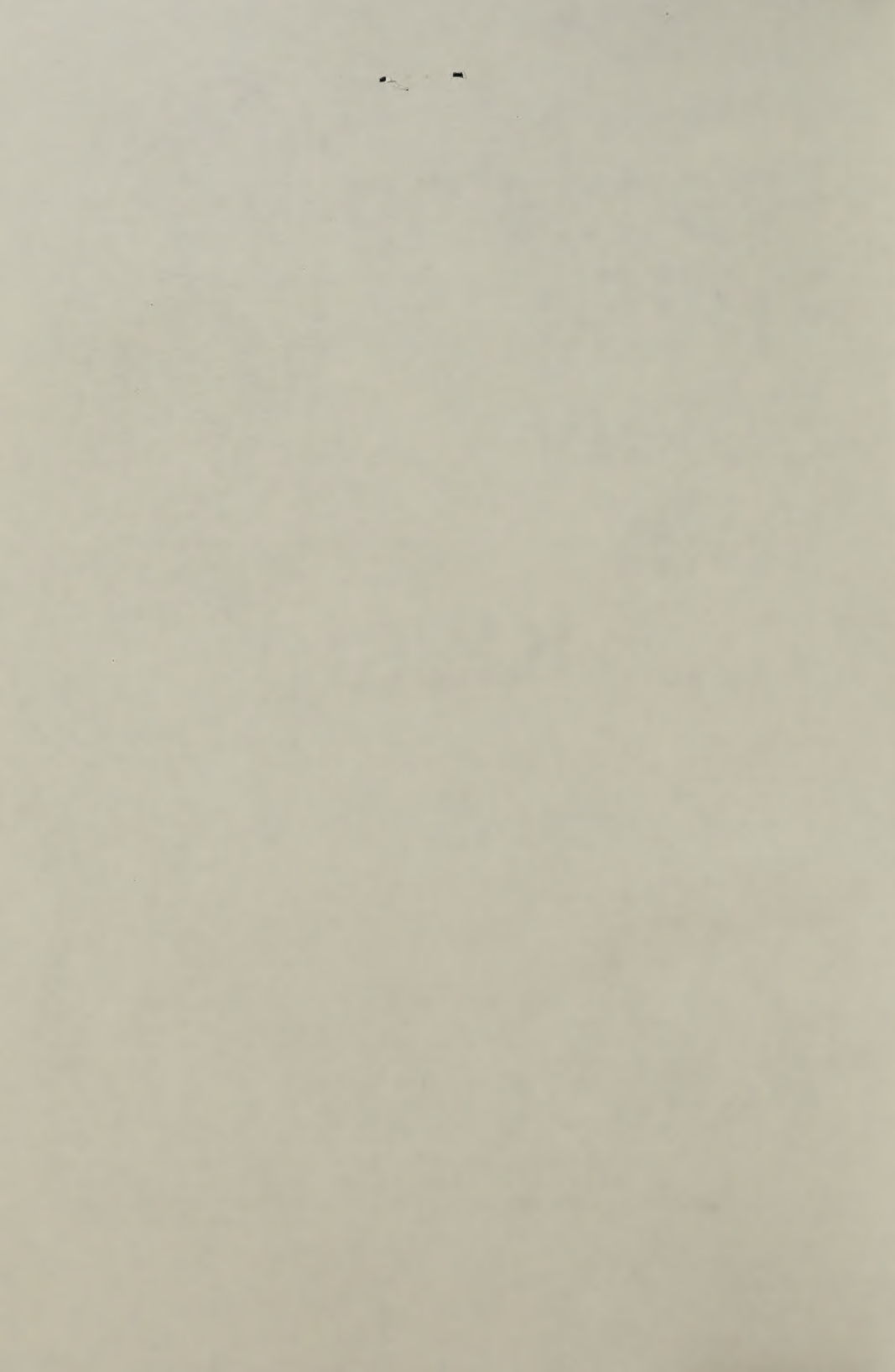
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Practising Traffic Safety With Your Kids:



Kidestrians

PRACTISING TRAFFIC SAFETY WITH YOUR KIDS



**In memory of 4-year-old Roseanne,
who was killed by a truck while
crossing the street in front of
her home.**

**This brochure is dedicated to
all the children killed or injured in traffic.
May this book make a difference.**



Dear Parents,

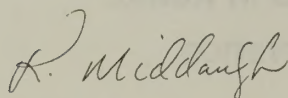
Years ago, diseases such as polio and measles were leading causes of death for children. Inoculation changed that.

Today, a leading cause of death for school age children (second only to cancer) is due to traffic injury. Traffic injuries can also be prevented, with proper training.

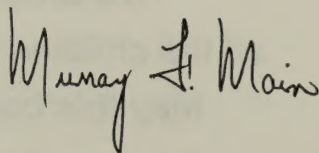
Statistics show that over 75% of traffic injuries are caused by children darting out into the path of a vehicle¹. Previous traffic safety programs taught children to cross only at intersections. This brochure is different. This program teaches children the necessary skills to cross in all areas, such as the middle of the block and between parked cars.

This brochure is designed for parents, caregivers, and children's leaders so that they can teach children the proper skills to contend with traffic, on an ongoing basis. By following the exercises in this brochure, a parent will be able to feel more confident that their child is a safer *KIDestrian*.

Yours truly,



Robert B. Middaugh
Chief of Police
Hamilton-Wentworth
Regional Police Services



Murray F. Main
Director of Traffic Services
City of Hamilton



¹ Hamilton Wentworth Regional Police, *A Five Year Study Of Traffic Accidents Involving Children Under Sixteen*, 1992





Dear Parents:

Canadian Tire is pleased to have the opportunity to assist you to help keep our children safe.

Through the Canadian Tire Child Protection Foundation, Canadian Tire Corporation, Limited and its associate dealers are providing funding and other support to projects like the KIDestrians brochure.

A child's life is too precious to be left to chance. Together, we're helping kids to be careful.

Sincerely,

Jennifer Garland
Manager
Canadian Tire Child Protection Foundation



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Introduction

How to use this book

This program is **NOT** a one time training program. The exercises need to be taken one at a time and in the order presented. Start with Exercise 1. Your younger child will work through the early exercises much more slowly than your older child.

Review and repeat the exercises often. Have your child repeat back to you what they have learned at the end of each lesson.



Walking

This exercise is designed for children as young as walking age. Older children may learn this quickly.

Exercise 1: Walking on the inside of the sidewalk at all times

Walking close to the outside edge of the sidewalk (curb) is especially dangerous for children.

They can be hit by passing cars.

They can dart out into the street faster than an adult can react.

That's why we teach our children that every sidewalk has two sides:

- a) a safe inside area, close to the houses or the grass**
- b) a dangerous outside area, close to the road.**

Activity: Every sidewalk has two sides

- a) Draw a line with chalk or a string on the sidewalk to show your child the two areas.

Helpful tip to remember:

In areas without sidewalks, children should be taught to walk as far away from the road as possible. Have your child repeat this little rhyme:

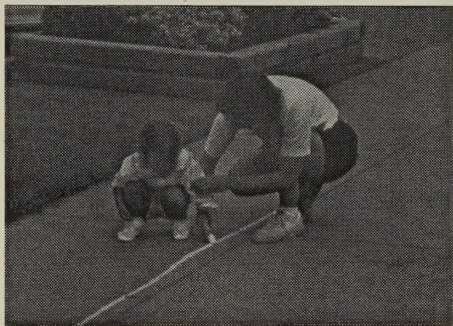
"Stay away from the road without being told."





1) "Look Patricia, this is the sidewalk and it is for people to walk on. There is the road and it is for cars."

"Look Mommy, this is where I go."



2) "Watch Mommy draw a line on the sidewalk. This side, close to the houses, is Patricia's side and this side, close to the road, is Mommy's side. Show me your side."

"Here's my side Mommy. Can I draw a line too?"



3) "Patricia, you must always walk on your side. That way you are farther away from cars."



4) "Show teddy where Patricia must walk."



Stopping

Exercise 2: Stop before the edge of the sidewalk at all times

Adults can easily see that the way is clear to cross a street, but children are different.

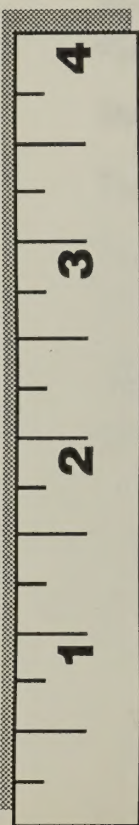
It is difficult for them to walk and look at the same time.

They need to be taught to **STOP** and **LOOK!**

Children need to learn that the curb is a barrier at which they must always stop.

Activity: Build a barrier or wall

- Draw a line about 10 cm or 4" back from the edge of the sidewalk (curb) with a piece of chalk.
- Explain to your child that this is where he must always stop, and again: **ALWAYS STOP!**
- Take your child by the hand, walk slowly up to the mark, and together say "**STOP**" as you stop. Do it again, walking faster and faster.
- After doing this over and over again, let your child do it himself, but always be right there and be alert to traffic.



This is
4 inches
or 10 cm.





1) "Joseph, can you tell me where the people should walk and where the cars should go?"

"Here is where we walk Daddy, and there is where the cars go."

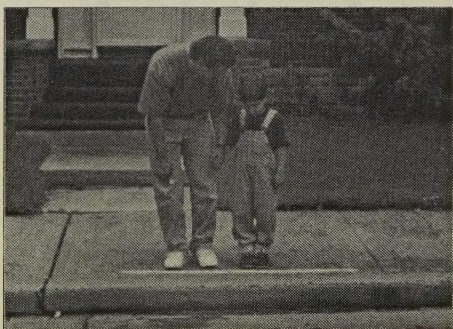


2) "Now listen very carefully children. This is the edge of the sidewalk, the curb, where we must always stand so the cars don't run us over."



3) "Look, Joseph, this line is where we always STOP. Do you understand?"

"Yes, Daddy."



4) "What must you always do at this mark, Joseph?"

"STOP."

"Very good, now let's do it together."



Stopping

Exercises 1 & 2: Tips and Games

For the younger child (18 months - 4 years):

- a) Have your child show teddy or a doll where she should walk on the sidewalk.
- b) Have child show teddy or a doll how to stop before the edge of the sidewalk (curb).
- c) Remember to praise your child.

Helpful tips to remember:

- a) You can practice at any and every curb.
- b) Practice daily, on the way to the park, store and school.
- c) Be patient.
- d) Praise, praise, praise.
- e) Remember that children judge distance, speed and noise differently than adults.
- f) Train babysitters, grandparents and neighbours so that your efforts are consistent.
- g) Make sure that your Home and School or Parents Association, Brownie and Beaver Packs, Daycare and Nursery School are aware of the safety rules practised in this brochure.
- h) Set a good example. Follow these rules yourself. Your child will do what you do, no matter how you train them.



Test: What has my child learned?

(circle one)

1) My child always walks on the inside of the sidewalk.

YES

NO

NO. Review Exercise 1 with your child.

2) My child can walk up to the barrier or wall and **STOP**.

YES

NO

NO. Review Exercise 2 with your child.

If you answered both questions with a **YES**, go on to the next exercise. Review Exercises 1 and 2 from time to time.

Helpful tip to remember:

The word car, used throughout this book, represents any vehicle: truck, car, motorcycle or bicycle.



Stopping

Exercise 3: Develop KID BRAKES

Children forget safety rules when they are playing. What they need is a form of "inner control" or **KID BRAKES**. The edge of the sidewalk becomes a barrier where children always put on their **KID BRAKES** and **STOP**.

Your child can be distracted by:

- a dog
- a friend
- someone calling them
- an ice cream truck
- and just about anything else!

Activity: Give your child KID BRAKES

- a) Pick a safe spot in your backyard or driveway and draw a chalk or string line to show a barrier/wall.
- b) Have your child run up to the barrier/wall as fast as she can and **STOP** abruptly while yelling "**STOP**". She will need lots of practice before this becomes automatic.

Helpful tips to remember:

- a) Parking lots are very dangerous places. Have your child hold your hand at all times.
- b) If you have to walk with parcels, have your child hold onto your clothing.
- c) Two or more children are always a handful, especially if you need your hands to load parcels into your car. Have your child or children **HUG** your leg to keep your hands free.

This is
4 inches
or 10 cm.





1) "You can't catch me!"

"Yes I can!"



2) "My ball...!"



3) "... and **STOP!** We really did use our **KID BRAKES** that time."



4) "Jason, get the ball ..."

"I'll get it - **STOP!**"

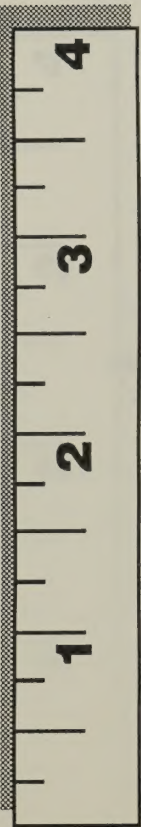


Stopping

Caution: Do this exercise on a street with very little traffic. Be careful and watch for traffic!

Exercise 4: Stop on the curb even when playing

Activity: Use Your Child's KID BRAKES

- 
- Mark a barrier/wall line again about 10 cm or 4" back from the edge of the sidewalk.
 - Run together with your child towards the curb mark and say "**STOP**" as you stop just before the mark. Repeat as often as you can.
 - Let your child try this alone with you making sure that the road is clear. Be ready to catch your child if he doesn't stop. Repeat this exercise often. (See Illustrations 1 & 2 on opposite page).

Helpful tips to remember:

- On your walks around the neighbourhood, mark driveways and alleyways with a chalk line and teach your child to always check to be sure that a car is not pulling in or out of it. This can be a good time to talk to your child about the white backup lights on cars.
- Also point out other dangers to your child such as driveways, transformers, or construction sites.

This is
4 inches
or 10 cm.



Illustration 1



1) **"STOP, Natalie. You must stop here - we'll try that again ..."**

"Nonna, I forgot."

Illustration 2



2) **"STOP!"**

"Very good, Natalie. You must always stop here ..."

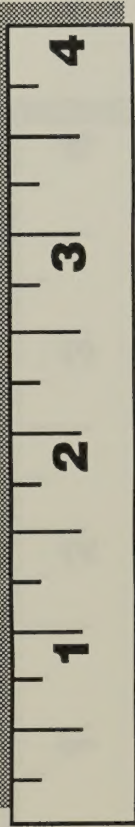


Stopping

Caution: Do these exercise on a street with very little traffic.

Exercise 5: Reinforcing KID BRAKES

Activity: Perfecting KID BRAKES

- 
- a) Hide and Seek: Place a toy on the other side of the street. Practice stopping on the curb and then crossing the street together when the way is clear to find the toy. Try again with different toys.
 - b) Roll a Ball: Roll a ball onto the street. Catch your child before the edge of the sidewalk (curb) and say “**STOP**,” and then retrieve the ball together. Repeat. (See Illustration 1).
 - c) Tag: Make a new rule for this old game. Draw a line with chalk or string in a safe place (driveway or backyard) and whoever stops and stands at the edge of the line and shouts “**STOP**” cannot be caught. (See Illustration 2).

Helpful tips to remember:

- a) Practice often, but always stay with your children and protect them. It will take them a long time to perfect their **KID BRAKES**.
- b) Watch your child at play to be sure he is using his **KID BRAKES**.
- c) Areas without curbs: Teach your child to use their **KID BRAKES** and **STOP** at least 10 cm or 4" from the edge of the road.

This is
4 inches
or 10 cm.



Illustration 1



1) **"STOP!" "STOP!"**
"Great KID Brakes."

"Let's roll the ball again."

Illustration 2



2) **"STOP!"**
"Now Ryan, you can't catch me any more, I'm safe."

Test: Does my child have KID BRAKES?

(circle one)

1) My child can run and stop quickly on a line.

YES

NO

NO. Review Exercise 3 with your child.

2) My child stops at the curb even when playing.

YES

NO

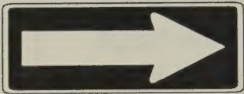
NO. Review Exercise 4 with your child.

If you answered **YES** to both questions, try the next exercise.
Keep reviewing Exercises 1, 2, 3, 4, & 5.



Are you ready to cross?
What do these signs mean?













ANSWERS:
WALK, DON'T WALK, YIELD, ONE WAY, STOP,
TRAFFIC LIGHT



Crossing

Caution: Safety professionals warn that children under the age of 7 should not cross any streets alone. Children under the age of 9 should not cross busy streets alone³.

Crossing Introduction:

Help your child learn to choose the safest place to cross.

Good places to cross:

- a) Lightly travelled areas with few cars.
- b) A place with a clear view: no parked cars, curves or trees blocking the view.

Advantages to crossing at intersections:

- a) Drivers expect people to cross at intersections and may be more cautious there.
- b) Most municipalities do not allow parking at intersections so there may be a clearer view.

At every crossing be sure to STOP, LOOK and LISTEN.

³ On The Road To Improving Pedestrian Safety: A Community Guide, Harborview Injury Prevention & Research Centre, Seattle, Washington



Crossing

Caution: Do this exercise on a lightly travelled street.

Exercise 6: Crossing the street safely in the middle of the block

Why should children learn to cross in the middle of the block?

- 1) Children will often cross in the middle of the block rather than walk to a corner.
- 2) Controlled intersections can be confusing to children as there are many rules to follow and traffic comes from four directions.
- 3) Crossing in the middle of the block can be a safe way to cross a quiet (lightly travelled) street because traffic only comes from two directions.

Activity: Help your child to select the safest spot to cross.

- a) Pick a good spot to cross (lightly travelled, clear view, etc.). Walk up to the curb with your child and say **STOP** as she uses her **KID BRAKES** and **STOPS**.
- b) Stand behind your child so that she has a clear view of the street and tell her that she should **LOOK** first "to the left, then to the right and then left again while **LISTENING** for traffic." (Help your child by gently turning her head so she will know how far to turn it to **LOOK** properly). Make sure that your child can tell the difference between parked and moving cars.
- c) When your child has learned to **STOP** at the curb and **LOOK** for traffic, have her take you by the hand and walk across the street together. When your child is ready to cross the street alone, stay behind her and correct any mistakes.
Repeat Exercise 6.





1) "**STOP** at the curb Stephen and **LOOK**. First **LOOK** (to the left). Is there a car coming?"

"No, Mom, no car."



2) "Now we **LOOK** over there (to the right), no car is coming and then to the left again. This time, **LISTEN** for traffic. Is there a car coming from there?"

"Yes, Mom, there's a car coming."



3) "That's great, you really took a good **LOOK**."

"Should I check again?"

"Yes, let's **LOOK** and **LISTEN** again - left, right and left again."



4) "Now that we know the way is clear, let's cross."



Crossing

Caution: Do this exercise on a street with little traffic.

Exercise 7: Crossing the street safely when playing

Activity: Help your child cross the street safely

- a) Place a toy on the other side of the street.
- b) Ask your child to walk to the toy using the information he has learned. (Cross with your child in case he makes a mistake).
- c) Stand on the sidewalk holding your child's hand. Ask him to close his eyes and tell you when he hears a car coming.
- d) On your walks around the neighbourhood, have your child name the colours of the moving cars and the colours of the parked cars.
- e) Exchange roles and have your child grade how you cross the street to get a toy.
- f) Emphasize to your child that he must walk calmly across the street. Running is not safe! To get an idea of how slowly to walk, ask your child to make a "nest" with his hands, place an egg in this "nest" and walk across your yard or a driveway together.

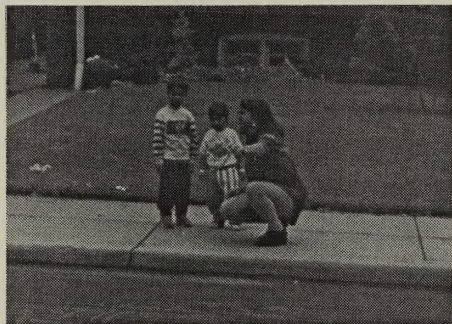
Helpful tips to remember:

- a) Teach your child to recognize the safest place to cross. (A place where they have a clear view of traffic, with no parked cars, curves, hills or trees in the way).
- b) You can practice at every curb. Practice daily, on the way to the park, store and school.





1) "You stay here Ian, while Mom puts this toy on the other side of the street."



2) "Go and get the toy, but, remember everything you've learned."



3) "I've got it, Mommy."

"Good boy, you did everything really well."



4) "How am I doing, Ian?"



Crossing

Test: Does my child know how to cross the street safely?

(circle one)

Does your child:

- 1) **STOP** at the curb?
YES NO
- 2) **LOOK** to the left, right and left again while **LISTENING** for traffic?
YES NO
- 3) Recognize any oncoming vehicles?
YES NO
- 4) Pick the safest place to cross?
YES NO
- 5) Walk calmly across the street when the way is clear?
YES NO

NO. Don't scold - practice.

YES. Tell your child how well they've done and go on to Exercise 8. Review Exercises 1, 2, 3, 4, 5, 6, & 7 as well.

Helpful tips to remember:

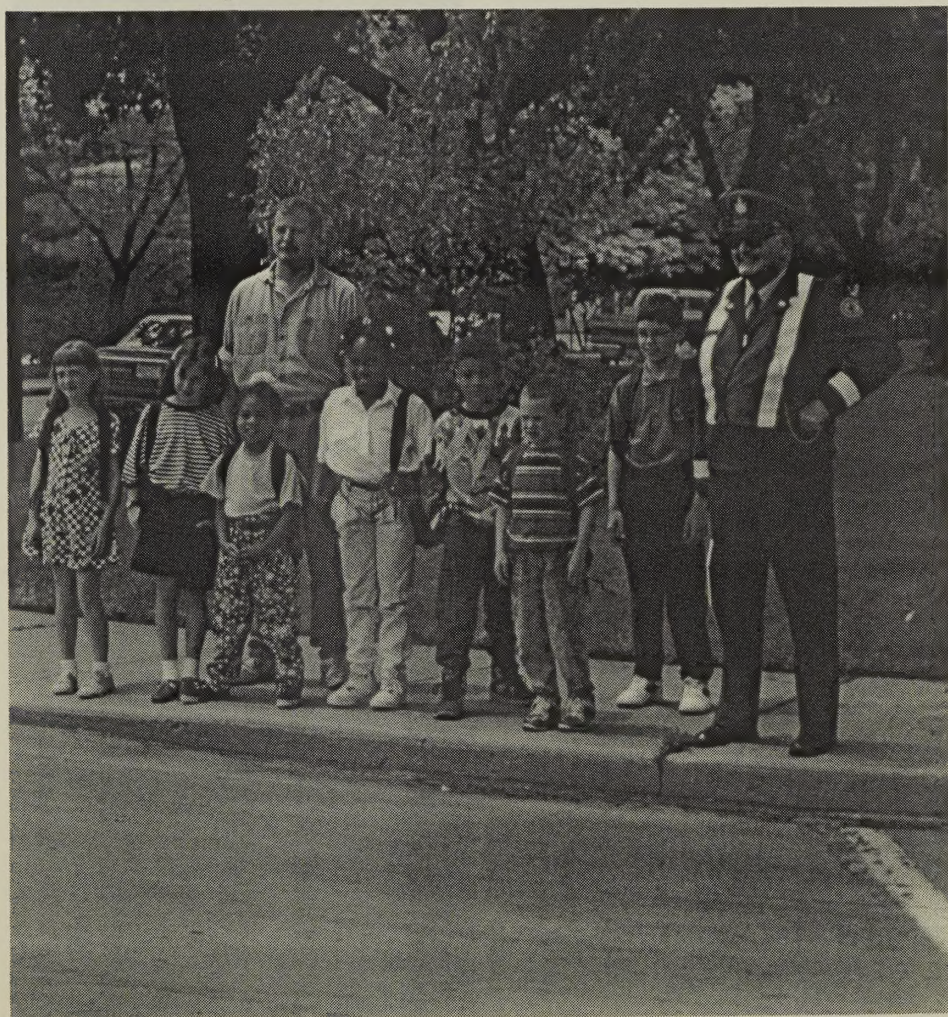
- Have your child explain **STOP, LOOK & LISTEN**.
- Watch your child at play to be sure they are following the rules you have taught them.



Difficult Crossings

KIDestrians need lots of practice at Difficult Crossings.

“Educate your child each day!”



Difficult Crossings

Exercise 8: Crossing the street with the crossing guard

Activity: Teach your child how to cross with the guard

- a) Crossing guards are put at difficult crossings on the way to and from school. Go to a crossing guard, **STOP** and wait well back from the edge of the curb.

In some cities, the crossing guard will blow one whistle when she is ready to step out into traffic to stop the cars. In other cities, the guards do not have whistles and just step out. Ask your crossing guard what is used in your area.

When all the cars have stopped and the crossing guard decides that the way is clear, she will blow two whistles. In cities where whistles are not used, she will tell the children to go. These are the signals for your children to walk across.

- b) Have your child pretend he is a crossing guard in your driveway.
- c) Have your child obey the crossing guard at all times. Wait and listen for the two whistles or the guard telling you to go which means it is time for you to cross. Have your child walk in front of the guard and stay between the lines.
- d) You should talk to your child and your school about what to do if for some reason the crossing guard is absent. Although this rarely happens, when it does, it confuses children and they often forget what they have learned about safe crossing.
- e) Some crossing guards are placed at traffic lights. They help children cross with the walk signal.



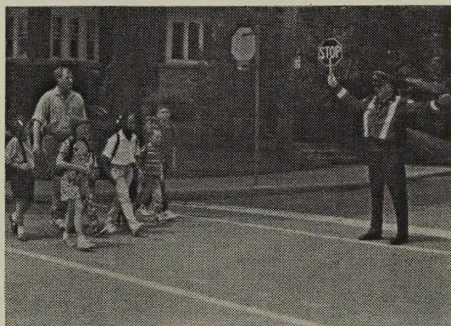


1) "We **STOP** back from the edge of the curb and wait. What are we waiting for, kids?"

"For the crossing guard to tell us it is safe to cross."



2) "When the guard whistles once and/or steps into the street, we still keep waiting and listening."



3) "I heard two whistles. Can we cross now?"

"Yes, we walk in front of the guard and between the painted lines. Don't run!"



4) "You pretend that you're the crossing guard and help me cross the driveway."



Difficult Crossings

Exercise 9: Crossing at intersections with traffic lights

Activity: Teach your child to cross at intersections with lights

a) At a traffic light explain:

i) Use **KID BRAKES** and **STOP** on the curb at the barrier/wall.

ii) **This is the traffic light for the cars.**

Red is for Stop. Yellow is for Prepare To Stop.
Green is for Go.



iii) **This is the pedestrian signal.**

It gives permission to cross. When this sign appears, your child will want to cross.

HOLD HER BACK! Explain that at lights, a car may not see them and that cars turn into the crosswalk.



iv) **This means Don't walk.** When the **Don't Walk** sign is flashing, tell your child that she must not attempt to cross the street.



b) Safe crossing includes checking these **five** things:

STOP: Use **KID BRAKES**

LOOK: All ways: **Left, Right, Behind, Ahead,** and **LISTEN**

Check: Have the cars stopped?

Eye Contact: Get eye contact with the driver

Cross: Safely

c) Cross the street with your child. Tell your child that if the "Don't Walk" sign appears after she has started to cross, she must continue crossing. **DO NOT GO BACK. DO NOT RUN. PRACTICE EXERCISE 9 OFTEN.**





1) "When the **WALK** light is on, we **STOP, LOOK** and **LISTEN**".



2) "**LOOK**, Beavers. Cars turn into this crosswalk. We must make sure they see us before we cross."



3) "When the way is clear, we walk across the street. Right Rusty?"



4) "The Don't Walk sign is flashing and we are not all the way across. What do we do, beavers?"

"We keep on going, but we do not run, we walk."

"Very good. Remember the egg."



Difficult Crossings

Test: Crossing guards and traffic lights

(circle one)

1) My child crosses safely with the crossing guard.

YES

NO

NO. Review Exercise 8 with your child.

2) My child crosses safely at the traffic light by:

i) **STOPPING**

YES

NO

ii) Waiting for the pedestrian signal.

YES

NO

iii) **LOOKING** all ways.

YES

NO

iv) **LISTENING** for vehicles which can't be seen.

YES

NO

v) Checking that cars have stopped.

YES

NO

vi) Getting eye contact with drivers who may be going to turn into the crosswalk.

YES

NO

NO. Review Exercise 9 with your child. **YES** to both questions? Begin Exercise 10, but keep reviewing the previous exercises.

Helpful tips to remember:

b) Observe your child to make sure they are following the rules they have learned. If not, review the exercises again.

c) Teach your child that at some lights, they must push a button to make the WALK signal work.



Difficult Crossings

Exercise 10: Crossing at a corner without traffic lights

A corner can be the most difficult place for a child to cross:

- there are no traffic lights to give permission to cross
- vehicles can come from 4 directions
- drivers often make mistakes at these intersections
- children have to be alert at all times

This particular type of crossing is very difficult, confusing and has many rules for the child to follow. Do not let your child attempt this type of crossing alone until he has shown an understanding of the dangers and can tell you what they are.

Develop the skills for this type of crossing over a long period of time. Practice and reinforce them on your daily travels to the park, store or school.

This exercise is meant to be practised over a period of time.



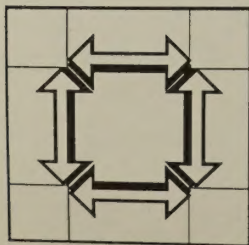
Difficult Crossings

Caution: Do this exercise at a corner with very little traffic.

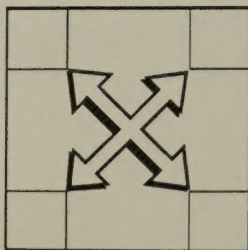
Exercise 10: Crossing at a corner without traffic lights

Activity: Teach your child to cross at a corner without traffic lights

- a) Take your child to a corner. Have him use his **KID BRAKES**, **STOP** and stand at the curb barrier/wall.
- b) Explain what the **STOP** sign means and who is required to **STOP**.
- c) Tell your child to **LOOK** all ways: left, right, behind, ahead and left again and **LISTEN** for a car he may not be able to see.
- d) Tell your child to make eye contact with stopped drivers and to watch for vehicles that turn into the intersection.
- e) When it is safe to cross, have your child do so directly and quickly, but do not run.
- f) Have your child watch for approaching vehicles which may try to turn into the intersection while he is crossing. Teach your child to make eye contact with those drivers also.
- g) Teach your child never to cross on a diagonal.
(See Illustrations below).



YES



NO





1) "Jessica, we **STOP** and stand every time we are at a curb."



2) "**I LOOK ALL WAYS** and **LISTEN** to check if any cars are coming."



3) "There is a car stopped at that corner. Jessica, what do I always say we must do?"

"**LOOK** the driver right in the eye until he looks at me in the eye."

"That's right, now show me."



4) "That car is going to turn into me."

"Get eye contact with the driver to be sure he sees you."

"Very good, Jessica."



Difficult Crossings

Caution: Do this exercise on a quiet street.

Exercise 11: Crossing safely between parked cars

Parked cars block a child's view. We should avoid crossing the street between parked cars. There are plenty of safe places to cross, such as traffic lights. However, sometimes children will have to cross between parked cars.

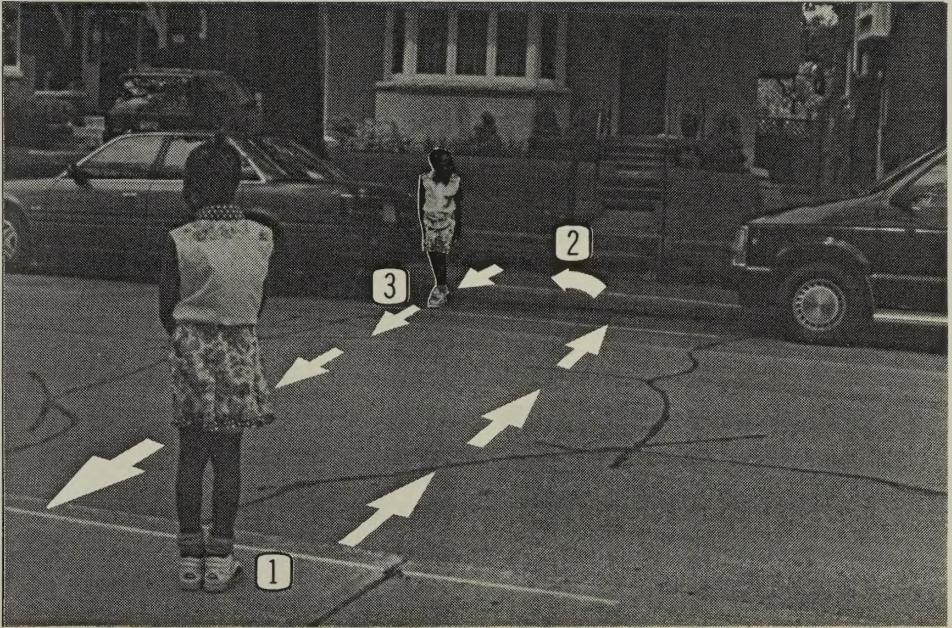
That's why we have to show children the safest way to do so as well as explaining the dangers (See Illustration 1).

Activity: Teach your child to cross between parked cars

- a) Show your child how parked cars block her view of the traffic and the traffic's view of her (See Illustration 2).
- b) Have your child check that the parked cars are empty and therefore are not about to move. Make an invisible curb.
- c) Take your child by the hand and walk between the parked cars until she can see oncoming traffic. Take your child back to the sidewalk. Tell her to stay there while you walk out between the cars. Draw a line with chalk to show the invisible curb (See Illustration 3).



Illustration 1



1. **STOPS** on the curb. **LOOKS** left, right and left again, **LISTENING**.
2. **STOPS** on the curb. Checks that no one is in the cars and that they are not about to move.
3. **STOPS** on the invisible curb between parked cars. **LOOKS** left, right, left again, **LISTENS**.

Illustration 2



2) "Christopher, you know that you always have to **STOP** on the sidewalk to see if a car is coming?"

"Yes but I can't see anything. There's a car in the way."

Illustration 3



3) "Christopher, if you can't see from there, then you must walk up to this line that I am drawing. Pretend it is just like a curb."



Difficult Crossings

Exercise 11: Crossing safely between parked cars continued

Activity: Crossing between parked cars continued

d) **STOP** and **STOP** again.

- i) Take your child by the hand and **STOP** first on the edge of the sidewalk. (Remember the barrier).
- ii) Show your child that he cannot see the oncoming cars.
- iii) Have your child **LOOK** at both parked cars to see that the vehicles are empty and will not start to move. **LISTEN**.
- iv) Walk between the parked cars until you reach the invisible curb you have drawn and **STOP** again.

e) Once at the invisible curb:

- i) Have your child **LOOK** left, right and left again.
- ii) Have your child **LISTEN** for cars you can't see.
- iii) Have your child **CROSS** when the way is clear. Walk across the street as you did in middle of the block crossings. (See Illustration 4).

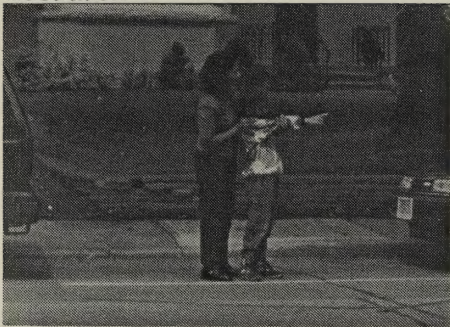
f) Roll a ball.

- i) Take your child by the hand and roll a ball onto the street between parked cars. **STOP** with your child first at the curb and then **STOP** again at the invisible curb. When the way is clear, cross together to get the ball. Repeat, but be careful. (See Illustration 5).

STOP, LOOK & LISTEN

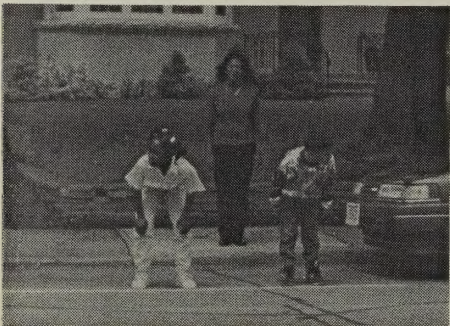


Illustration 4



4) "I **LOOK** left, right and left again, while I **LISTEN** for cars coming. I can see from here."

Illustration 5



5) "**STOP** at the curb and then **STOP** again at the 'invisible curb' to check for cars."

Test: Difficult crossings

(circle one)

- 1) My child stops at the curb barrier and crosses safely at corners.

YES

NO

NO. Review Exercise 10 with your child.

- 2) My child stops first at the curb and then at the invisible curb between parked cars.

YES

NO

NO. Review Exercise 11 with your child.

If **YES** to both questions go on to the next exercise.

Remember to review all the lessons you have completed so far.



Walking Alone

Exercise 12: Walking alone safely

Activity: Teach your child to walk alone

- a) It is quite an experience for your child when she goes somewhere alone for the first time. This can only be done in small steps and after lots of practice. Have lots of different places your child can walk to. Let your child pretend to be the parent and lead you. Whether you are going to the corner store, the cleaners or the park, let your child lead you. Is your child picking the safest place to cross? Correct errors and practice.
- b) Walking home together is a great way for your child to practice what she has learned and for you to praise her when she does well. Continue to train your child.
- c) Have your child show you the dangerous areas in your neighbourhood (alleys, transformers, or store parking lots).

Helpful tips to remember:

- a) Safety Professionals warn that children under the age of 7 should not cross any streets alone, and that children under the age of 9 should not cross busy streets alone⁴.
- b) On your walks in the neighbourhood, ask your child to tell you where the safest places to cross are.
- c) Observe your child to see if he is picking the safest place to cross the street.

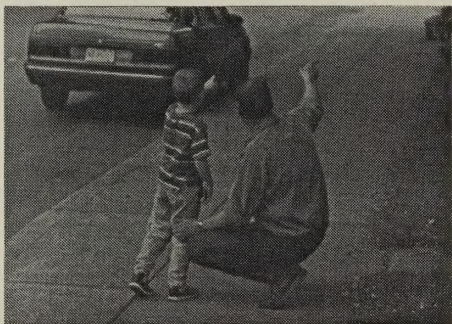
⁴ On The Road To Improving Safety: A Community Guide, Harborview Injury Prevention & Research Centre, Seattle, Washington.





1) "Kayla, we're going to the corner store. Why don't you show me what I have to do?"

"Sure, Mom."



2) "Jason, we want to go to the library. Can you tell me how to get there?"

"First we go to the corner and **STOP**. Then we **LOOK** all ways..."



3) "Mom, there's no car coming, we can cross now."

"Terrific, Kayla. You **STOPPED, LOOKED & LISTENED**."



4) "Bye Dad. I'm going to the library now."



Walking Alone

All your hard work in training shows here!

Exercise 13: Walking to school safely

Activity: Teaching your child to walk to school safely

- a) Children are easily distracted, especially when they are with friends. It's a good idea to:
 - i) Plan a "walk to school" exercise with a group of your child's friends.
 - ii) Perform this exercise a number of times until you feel confident that your child will walk safely even when distracted by their friends.
 - iii) Praise your child.
- b) After a long day of school, children are especially distracted (shown by the higher rate of traffic injuries after school than before)⁵. They want to run and have fun. Safety rules are quickly forgotten. Practice will reduce the possibility of them doing something unsafe.
- c) For the first few times, let your child take you to school, even when his friends are around. Later, monitor your child from a distance. Check if your child does everything correctly. If not, practice some more.

⁵ Hamilton Wentworth Regional Police, *A Five Year Study Of Traffic Accidents Involving Children Under Sixteen, 1992.*





1) ***"STOP kids! Melissa, Alexis, Jessica stand still! You forgot your KID BRAKES!"***



2) ***"Now kids - show me how you go to school safely..."***

"We cross over there at the traffic light."



3) ***"Great, kids! You've done everything correctly."***

You will be the best judge of when your child is a smart KIDestrian!



Walking Alone

Test: Going places, alone.

(circle one)

1) My child is able to walk to a few different places alone.

YES

NO

NO. Review Exercise 11 with your child.

2) My child follows the correct way safely to and from school even when distracted by friends or the day's activities.

YES

NO

NO. Review Exercise 13 with your child.

YES. Well done, but remember to review all the exercises as often as possible. Test your child occasionally to check if there are any areas which require special review.



Dear KIDestrians:

We hope you've enjoyed practising traffic safety through the exercises in this booklet.

Remember -- these lessons do not guarantee that your child will be safe in traffic. This guide is only a beginning to understanding the dangers of traffic and learning to deal with it.

Keep on training and testing your child. Make it fun. Make it a regular activity. By repeating the exercises often, your child will develop the reactions he needs even when distracted.

Talk about traffic safety often. By spending time together and making this important, your child will remember what he's learned.

Take care and go safely!



Credits:

Model:

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